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ABSTRACT

This booklet comprises the seventh grade component of a series of curriculum guides on fire and burn prevention. Designed to meet the age-specific needs of seventh grade students, its objectives include: (1) practicing responsible decision-making regarding fire and burn hazards, including peer pressure related to fire risks; and (2) practicing preparation for and reaction to possible fire situations. Texas essential elements of instruction that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "Responsibility at Home and Outdoors"; "You're the Director"; "Responsibility in Action"; "...And Now a Message about Smoking and Matches"; and "Final Frame: It's Up to You." Each lesson plan includes objectives; a list of materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)

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Fire Safety for Texans

Fire and Burn Prevention Curriculum Guide Developed by Texas Commission on Fire Protection

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Seventh Grade

Responsible For Fire Safety

SP 035382

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Dear Educator:

The Texas Commission on Fire Protection is pleased to provide this curriculum guide to facilitate the teaching of fire prevention. To understand why instruction in fire prevention must be matched to the developmental needs of students, please read the Introduction section beginning on Page 3. This introduction also tells how fire prevention education can be coordinated with the instructional requirements of Texas schools.

We welcome your comments and suggestions. Please telephone or write to share your successes and questions with our staff. Also, we invite you to request guides for other grade levels and additional copies of this booklet by clipping and returning the form below.

Your involvement in fire prevention education will be appreciated by your students and your entire community.

Sincerely,

Anne Easterling
Program Administrator
Fire Prevention Education

✂ .....

Please send the following curriculum guide(s):

Grade Level	Quantity	Grade Level	Quantity	Grade Level	Quantity
Kindergarten		Fourth Grade		Seventh Grade	
First Grade		Fifth Grade		Eighth Grade	
Second Grade		Sixth Grade		High School Health	
Third Grade				High School Economics	

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Fire Safety for Texans

Fire and Burn Prevention
Curriculum Gu[illegible] Developed by
Texas Commission on Fire Protection

Seventh Grade

Responsible For Fire Safety

Published June 1993
Texas Commission on Fire Protection
Michael E. Hines, Executive Director
Ernest A. Emerson, State Fire Marshal
Anne Easterling, Program Administrator
Fire Prevention Education
P.O. Box 2286, Austin, Texas 78768-2286
(512) 873-1700

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Fire Safety for Texans

The complete series from the Texas Commission on Fire Protection

Kindergarten
Fire Safe Together

First Grade
Fire Safety: Any Time, Any Place

Second Grade
Making Me Fire Safe

Third Grade
Positively Fire Safe

Fourth Grade
Fire Safety: Stop the Heat

Fifth Grade
Charged Up For Fire Safety

Sixth Grade
Fire Safety Power

Seventh Grade
Responsible For Fire Safety

Eighth Grade
Fire Safety's My Job

Health (High School)
A Lifetime For Fire Safety

Economics (High School)
Fire Safety For Consumers

Scope and Sequence for Fire and

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
General Objectives	basic awareness of fire and burn dangers; simple actions to reduce injury; parent involvement	basic knowledge of fire and burn hazards; basic understanding of simple injury reduction; continuation of parent involvement	basic understanding of how to prevent and put out fires; greater self-direction to prevent and react to fire, smoke or burn situations	hazards and safe storage of flammable liquids, positive actions to prevent fires and burns or to reduce injuries, especially related to metallic objects	principles of extinguishing fires; issues related to peer pressure related to fire setting; self-motivation to effect changes with family involvement; role of fire service in the community
Science of Fire understands and analyzes facts about fire	classifies "good" and "bad" fires and heat sources *25(a)3A, 26(a)1C	identifies three elements of fire triangle *25(b)2C lists and classifies things that do and do not burn *25(b)3B,5B	explains putting out a fire as removing or controlling one element *25(c)3B, 26(c)1C defines and gives examples of controlled and uncontrolled fires *25(c)3B, 26(c)1C	defines and gives examples of combustible, noncombustible, flammable and nonflammable materials, with relation to gas, liquid and solid states *25(d)7A, **3.1,3.5	interprets three elements of fire to explain how to prevent and extinguish fires *25(e)8B, 26(e)1G describes characteristics of heated gases from fires *25(e)4b, 26(e)1G
Safety Communication knows and applies terms and symbols associated with fire and burn safety	identifies EXIT signs in schools and public buildings *29(a)1E identifies "hot" and "cold" symbols on faucets *26(a)1C, 29(a)1E				
Injury Reduction knows, performs and analyzes techniques to reduce fire and burn injuries	demonstrates and practices rolling on ground in case of clothing fire *25(a)3C, 26(a)1C, 29(a)1D demonstrates and practices crawling on ground in smoke of fire situations *25(a)3C, 26(a)1D	demonstrates cooling a burn with cool water *25(b)5B, 26(b)1C, **1.1 demonstrates and describes crawling in suspected smoke or fire situation because smoke rises *25(b)2C, 26(b)1C, **1.1 demonstrates and describes rolling to put out clothes fire *26(b)1C, **1.1	explains using cool water to reduce burn injury *25(c)7B, 26(c)1C explains that rolling on ground keeps air from fire on clothes *25(c)7B, 26(c)1C explains that smoke and gases from fire can affect thinking *25(c)7B, 26(c)1C	explains injury reduction skills to others through song, dance, story, demonstration, etc. *26(d)1D,1E	lists and describes effects of toxic gases in smoke and fire byproducts *25(e)7B, 26(e)1G, ** 1.4
Hazard Recognition recognizes fire and burn hazards at home, play and work	classifies hot and cold objects, including cigarettes and appliances *25(a)1A,3A, 26(a)1C identifies smoking cigarettes as a hazard to cause burns and to start fires *26(a)1D	distinguishes electrical objects, a potential heat source, as having cords *25(b)3B,4B identifies home and community as city or rural and types of related fire risk *25(b)6D, 29(b)5A, **1.6	predicts how electrical appliances can become hazards through carelessness, misuse, disrepair, including unattended cooking *25(c)6A, 26(c)1C identifies special holiday hazards related to family customs or traditions *26(c)1C, 29(c)6B	classifies metallic and non-metallic objects *25(d)3B, **3.6 distinguishes metallic objects as contact burn hazards *25(d)6B,8A, 26(d)1E identifies positive behaviors with hazardous appliances *26(d)1E	describes types of hazards from discarded cigarettes *26(e)1F
Hazard Reduction applies and values techniques for reducing or eliminating fire and burn hazards	states rule to stay aware from hot objects *26(a)1C, 29(a)1A tells parents, "Keep me safe from fire" *29(a)1B	describes or illustrates need for smokers to have watchers *25(b)7B, 26(b)1D encourages parents to conduct home inspection using provided checklist *25(b)7B, 26(b)1C,2B	describes benefit of family working together to reduce fire and burn hazards *26(c)2B writes at least five rules for safe behavior *26(c)1C	conducts inspection for safe flammable storage with parents using provided checklist *26(d)1E,2B identifies fire safety for holidays in each month *26(d)1E	demonstrates reactions to hazardous situations, including removal of fire hazards *26(e)1F identifies safety features in school, home and other buildings *26(e)1F,1G
Escapes And Drills knows and applies methods of fire and smoke warnings and escape and exit techniques; values the importance of smoke detectors and escape planning	demonstrates actions in school exit drills *26(a)1C, 29(a)1D	identifies smoke alarm as warning to get out *26(b)1C draws map of home with two ways out for everyone *25(b)4D states steps and rules for school exit drill *26(b)1C, 29(b)4B	describes general guidelines for smoke detector placement (each level, outside bedrooms) *25(c)1C describes or illustrates alternate ways out of a building *26(c)1C organizes home drill *26(c)1C,2B, 29(c)1C	gives details of action at home alone in suspected fire situations *26(d)1D assists parent in maintaining smoke detector using provided guidelines *25(d)7B, 26(d)1E,2B identifies low battery warning on smoke detector *26(d) 1D	explains need for exit plans and drills, especially at home *25(e)6A, 26(e)1F,2C, 29(e)1A, **1.8
Matches And Firesetting recognizes hazards of matches, lighters and other firesetting instruments; knows and values techniques for reducing intentional fires	demonstrates telling an adult if he/she sees matches *26(a)1C, 29(a)1A	describes or illustrates matches as tools for adults *26(b)1C	describes why matches are not toys *26(c)1C	describes how matches can be used safely *26(d)1E	demonstrates resisting peer pressure related to fire, matches and smoking *29(e)1C, **1.8
Reporting A Fire knows and applies appropriate methods of reporting suspected fire or smoke situations	demonstrates telling an adult about smoke or fires *25(a)3C, 26(a)1C	demonstrates yelling and other signals to warn others *26(b)1C memorizes emergency telephone number *26(b)1C	demonstrates dialing emergency telephone number *26(c)1C demonstrates giving name and address *26(c)1C	describes or demonstrates what to report in an emergency situation *26(d)1D	describes local locations and uses of fire alarm boxes *26(e)1F
Care Giving understands and values appropriate supervision of and intervention for other people, especially young children and older adults	tells parents to give fire safety rules to baby-sitter *26(a)1C			writes rules for baby-sitter or care giver for family, with parents' assistance and consideration of ages of family members *26(d)2B, 29(d)2A, 6B	
The Fire Service understands and values the role of the fire service in preventing and suppressing fires	identifies fire fighters and other fire service workers as friends *29(a)1B	describes fire fighter as community helper who helps prevent fires and who puts out fires *25(b)7C, 29(b)4C, **1.7	identifies ways that fire fighters are involved in fire suppression and prevention *29(c)4A		lists the four primary services provided by the fire services *26(e)3A describes fire department's role in helping the community stay safe and healthy *26(e)3A, **1.7
Outdoor Safety knows and applies techniques for reducing outdoor fires and injuries from outdoor fire and burn hazards	demonstrates or illustrates staying away from campfire, trash burning, etc. *26(a)1C	distinguishes how outdoor fires are different from building fires *25(b)6D, 26(b)3, **1.6	identifies outdoor electrical hazards (storms, tools, campfires) *25(c)4B, 26(c)3A, **2.9		describes safe practices with fireworks *29(e)3B, **1.6 writes at least five rules for outdoor fire safety *26(e)3B

Burn Prevention Education In Texas

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Health	Economics
heating equipment safety; impact of fire on outdoor environment and methods to reduce that impact; first aid for burns; personal relationship to community fire safety	fire physics; electrical hazards and responding to those hazards; continuation of first aid for burns	responsible decision-making regarding fire and burn hazards, including peer pressure related to fire risks; preparation for and reaction to possible fire situations	technical aspects of fire hazards and detection; fire hazards outside the home	review of fire and burn prevention techniques and emergency actions; awareness of needs of all age groups; smoking and flammable liquids	awareness of adult responsibilities to preserve family, property and economy; preparation for maintaining one's own home; U.S history of fire and burn incidents
	lists types of heat and fuel to define classes of fire *25(g)2D, **3.1 describes fourth element of fire, uninhibited chemical reactions *25(g)4B, **3.1 describes three types of fire extinguishers *26(g)1H		defines and describes flash point, flash fire, flammability of construction and clothing types *44(b)7D		
analyzes product advertisements for fire and burn safety information *26(f)2A		analyzes product labels for fire safety, including flammable or combustible warnings, nonflammable labels *44(a)11C communicates hazards of smoking, using written, illustration or oral format *48(a)1D		identifies and describes cigarette health messages and writes cigarette fire safety messages *65(a)1A,1D,2A identifies and describes flammable liquid warnings on home-use products, cleaners, gasoline, etc. *65(a)1E	defines terminology relating to fire insurance and home safety (detectors, sprinklers, etc.) *69-4D
describes three classes of burns and first aid for each *26(f)1G,2D	classifies six types of burns by causes (contact, UV, chemical, etc.) *26(g)2D describes special first aid actions for burns other than contact burns *26(g)2D			lists best actions in suspected fire or smoke situations and first aid for three types of burns *65(a)1E	
explains hazards of heating equipment, including safety considerations such as UL inspection certification and proper placement *25(f)7B, 26(f)1H, **2.6 analyzes safety of alternative heating 25(f)6E, 26(f)1H), **2.6	describes why electricity and electrical appliances are fire and burn hazards, relating amount of energy used by various appliances to their risk *25(g)6D, **3.4		lists at least 10 typical hazards in the workplace, including industrial, retail and office *44(b)3	describes role of carelessness in fires and burn injuries, including cigarettes, heating and cooking *65(a)1B,1D,1G organizes and conducts comprehensive home inspection, including outdoors and nonliving areas *65(a)1B,1E,1G	describes the economic impact of fires and related casualties in the U.S. *69-1B,1G
conducts inspection of home heating equipment with parents to check for safe usage *25(f)7B, 26(f)1H, **2.6 gives examples of correcting holiday hazards *26(f)1H	develops holiday checklist that applies fire safety rules *25(g)7B, 26(g)1H,2C	writes at least 10 rules for smokers *44(a)11B,C describes safe practices with fire hazards commonly found in home or outdoors *44(a)11C develops and implements home survey instrument *44(a)11C	describes desire to be safe and to keep others safe *44(b)7D	organizes and conducts comprehensive home clean-up, including outdoors and nonliving areas *65(a)1B,1E,1G	describes fire and burn safety responsibilities of consumers and residents *69-1G,4A identifies hazard reduction efforts of various organizations, agencies *69-2A, 4B
evaluates school exit drill *25(f)2D,6A, 26(f)1H (relate to vol fd)	analyzes prepared maps of other locations to show appropriate detector placement *26(g)1H,2C draws map of home to scale to show smoke detector placement and home exit plan *25(g)7B, 26(g)1H,2C	describes or demonstrates what to do in unusual circumstances *44(a)11C,48(a)4I organizes an obstructed drill at school or home *48(a)4J	describes basic function of two types of smoke detectors *48(c)3D describes basic function of sprinklers, including residential fast response sprinklers *48(c)3D surveys and maintains smoke detectors at home *48(c)3D		lists types of building code requirements for detectors, sprinklers, exits *69-2A,4B,4D
describes hazards of intentional fires, especially relating to waste and loss of resources *29(f)2B		describes alternative behaviors to peer pressure related to firesetting and smoking *44(a)11A, 48(a)1D identifies arson as a crime *48(a)2L writes at least five rules for using matches and lighters *44(a)11B,C			explains effects of business fire on community and production *69-1B,1E
identifies hazard of false alarms, especially relating to wasting resources *29(f)2B	prepares time line in response to fire sighting and reporting *25(g)4E, 29(g)7A explains why to report smoke or suspected fire promptly *25(g)6D, 26(g)1H	describes how to discourage false alarms *44(a)11C,48(a)2L			
		outlines and details duties of baby-sitter *44(a)11C, 48(a)4I,J		describes general accident prevention and wellness needs of children, handicapped and senior citizens *65(a)1G,3E	describes fire and burn safety responsibilities of citizens in their roles as caregivers or providers *69-4A
describes role of volunteer fire department in the community *26(f)3A	describes professionals involved in emergency response and burn care *26(g)3A			describes at least five community health services and other resources that assist in community fire safety *65(a)3D	
describes impact of grass and tree fires on land forms *25(f)6E, **2.2 lists steps in safe procedures for burning debris and cooking on charcoal, campfire, grill *26(f)3B gives examples and application of cleaning trash and brush to reduce fire hazard *26(f)3B	describes dangers of high tension wires *26(g)1H, **3.4	lists comprehensive camping safety rules *44(a)4B	lists comprehensive rules for outdoor safety *44(b)7D investigates community laws on fireworks *44(b)7D	describes fire safety precautions related to gasoline, autos, outdoor tools and discarded cigarettes *65(a)1G	

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
* **Essential Elements** Current essential elements as defined by Chapter 75 of the Texas Education Code that apply: The student shall be provided opportunities to:	§75.25 (a) 1A. use comparators: ... heat/cold. §75.25 (a) 3A. classify objects by comparing similarities and differences. §75.25 (a) 3C. arrange events in sequential order. §75.26 (a) 1C. recognize hazards in the environment and acquire knowledge and skills needed to avoid injuries and to prevent accidents. §75.26 (a) 1D. recognize negative effects of ... tobacco. §75.29 (a) 1A. identify examples of right and wrong behavior. §75.29 (a) 1B. discuss ways people can help each other. §75.29 (a) 1D. practice rules of safety §75.29 (a) 1E. recognize safety symbols.	§75.25 (b) 2C. observe properties of objects, organisms, and events in the environment. §75.25 (b) 3B. classify objects, organisms, actions, and events from the environment according to similarities and differences. §75.25 (b) 4B. describe objects, organisms, and events from the environment. §75.25 (b) 4D. record data and interpret the arrangement of data on picture graphs, bar graphs, and maps. §75.25 (b) 5B. compare temperature of objects. §75.25 (b) 6D. draw conclusions from observed data. §75.25 (b) 7B. relate objects and activities to daily life §75.25 (b) 7C. relate science to careers. §75.26 (b) 1C. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (b) 1D. recognize negative effects of tobacco §75.26 (b) 2B. recognize the health of the family depends upon contributions of each of its members §75.26 (b) 3. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment. §75.29 (b) 4B. identify school and community rules (laws) §75.29 (b) 4C identify authority figures in ... community §75.29 (b) 5A. know geographical location of home in relation to school and community	§75.25 (c) 3B. classify matter and forces, organisms, actions, and events from the environment according to similarities and differences. §75.25 (c) 4B. describe objects, organisms, and events from the environment. §75.25 (c) 6A. predict the outcomes of actions based on experience or data. §75.25(c)7B. relate objects, science principles, and activities to daily life. §75.26 (c) 1C. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (c) 2B. recognize the health of the family depends upon contributions of each of its members §75.26 (c) 3A. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment §75.29 (c) 1C. volunteer for leadership §75.29 (c) 4A. identify some government services in the community §75.29 (c) 6B. describe family traditions and customs	§75. 25 (d) 6A. Use observations to form definitions of objects, actions, organisms, events, and processes. §75. 26 (d) 2B. recognize the health of the family depends upon contributions of each of its members §75.25 (d) 6B. state generalizations about similarities and differences among objects, organisms, and events. §75.25 (d) 7A. compare and contrast objects, organisms, and events. §75.25 (d) 7B. relate classroom objects, science principles, and activities to daily life. §75.25(d) 3B. classify matter and forces, organisms, action, and events from the environment according to similarities and differences. §75.26 (d) 1D. practice general emergency procedures §75.26 (d) 1E. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.29 (d) 2A. describe ways a community satisfies needs for food, clothing and shelter §75.29 (d) 6B. describe how individuals and families change over time	§75. 26 (e) 3B. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment §75. 29 (e) 1A. accept the responsibilities of membership in various groups §75.25 (e) 4B. describe objects, organisms, and events from the environment. §75.25 (e) 6A. predict the outcomes of actions based on experience or data. §75.25 (e) 7B. relate classroom objects, science principles, and activities to daily life. §75.25 (e) 8B. state relationships among objects, organisms, and events using operational definitions. §75.26 (e) 1F. practice general emergency procedures §75.26 (e) 1G. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (e) 2C. recognize the health of the family depends upon contributions of each of its members §75.26 (e) 3A. recognize scope of services provided by community health agencies §75.29 (e) 1C. explain how groups influence individual behavior.
** **Science Content** content from the sciences that shall be emphasized at the grade level shall include:		Life Science 1.1 basic needs and life processes 1.6 ecology ... interdependence of living things. 1.7 application of life science to careers and everyday life.	Earth Science 2.9 human responsibility regarding earth science phenomena ... natural resources.	Physical Science 3.1 energy ... kinds of energy ... forms of energy ... sources of energy. 3.5 phases of matter: solids, liquid and gas. 3.6 structure of matter ... families of elements: metals and nonmetals....	Life Sciences 1.4 structure and functio .of the human body. 1.6 ecology ... interdependance of living things. 1.7 application of life science to careers and everyday life. 1.8 human responsibility regarding life science phenomena

07/26/93

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Health	Economics
§75.25 (f) 2D. observe phenomena resulting from the life, earth, and physical sciences §75.25 (f) 6A. predict the outcomes of actions based on experience or data §75.25 (f) 6E. draw conclusions from observed data. §75.25 (f) 7B. relate classroom objects, science principles, and activities to daily life. §75.26 (f) 1G. identify ways to care for the principal body systems §75.26 (f) 1H. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (f) 2A. recognize benefits and limitations of advertising as it relates to selection of health ... products §75.26 (f) 2D. recognize need for first aid §75.26 (f) 3A. identify locally available voluntary health agencies §75.26 (f) 3B. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment §75.29 (f) 2B. explain why conservation of economic resources is important	§75.25 (g) 2D. observe phenomena and apply knowledge of theories, facts, and concepts from the life, earth, and physical sciences §75.25 (g) 4B. name and describe objects, organisms, and events from the environment §75.25 (g) 4E. record data and interpret the arrangement of data on graphs, tables, and other visuals §75.25 (g) 6D. form and state generalizations about similarities and differences among observed objects, organisms, events, and phenomena §75.25 (g) 7B. relate classroom objects, science principles and activities to daily life §75.26 (g) 1F. identify factors, including peer pressure, that contribute to ... tobacco ... abuse and methods of prevention §75.26 (g) 1H. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (g) 2C. recognize the health of the family depends upon contributions of each of its members §75.26 (g) 2D. identify basic emergency treatment §75.26 (g) 3A. relate the system of health services provided by government to the health needs of people §75.29 (g) 7A. make and interpret time lines	§75. 48 (a) 1D. recognize that individuals must accept the consequences of their decisions §75.44 (a) 11B. investigate the range of effects on personal health and safety from the use of ... tobacco §75.44 (a) 11C. discriminate between responsible and irresponsible choices that affect personal health §75.44 (a) 4B. describe ecological relationships in the environment §75.44(a) 11A. determine alternate courses of action when one is being pressured concerning use of ... tobacco §75.48 (a) 2L. support the rules and laws of one's school, community, state and nation §75.48 (a) 4I. develop criteria for making judgments §75.48 (a) 4J. use problem-solving skills	§75.44 (b) 3. classify objects or events according to similarities and differences §75.44 (b) 7D. contrast human activities that affect the natural environment §75.48 (c) 3D. analyze the impact of technological innovations on business, industry and agriculture (in U.S.)	§75.65 (a) 1A. understand the care of body systems and their functions §75.65 (a) 1B. relate personal behavior to wellness §75.65 (a) 1D. demonstrate responsible behavior concerning ... tobacco §75.65 (a) 1E. exhibit skills in accident prevention, injury control and emergency action §75.65 (a) 1G. identify components of comprehensive accident prevention programs §75.65 (a) 2A. analyze messages of advertising for health resources and activities §75.65 (a) 3D. describe the wide range of resources designed to protect and promote well-being of people §75.65 (a) 3E. investigate current health issues	§75.69 1B. analyze how supply and demand affect prices §75.69 1E. analyze the roles of economic incentives, voluntary exchange, private property rights and competition §75.69 1G. examine the roles of labor and consumers in the American free enterprise system §75.69 2A. understand how the government both protects and regulates the operations of the market system §75.69 4A. describe the rights and responsibilities of consumers §75.69 4B. identify ... agencies that provide consumer protection §75.69 4D. define basic consumer terminology in the areas of credit, insurance, budgeting and home ownership or leasing
Earth Science 2.2 geology ... agents of weathering, erosion and deposition. 2.6 meteorology ... effects of weather change and severe weather types ... effects of weather on human activities.	Physical Science 3.1 energy ... kinds of energy ... sources of energy ... transformation of energy from one form to another. 3.4 electricity and magnetism: charges, circuits, properties, electromagnetism, etc.				

Introduction

Introduction

Why teach fire and burn prevention?

Each year during the past decade, about 300 Texans have died in fires. The Texas Commission on Fire Protection is committed to reducing this alarming statistic. Analysis of fire statistics shows that the vast majority of fires – and the resulting fire deaths – could have been prevented. Regretfully, most people do not know or practice even simple actions that can prevent fires and burns.

The Texas Commission on Fire Protection believes the key to reducing fires and fire deaths is education. Fire safety education has traditionally been concentrated in elementary school observances of Fire Prevention Week. While these observances can produce effective results, thoughtful analysis of the fire problem and fire safety educational programs shows that a more comprehensive, age-appropriate approach to fire safety education can multiply its benefits.

Recognizing the limits of classroom instruction time, the Texas Commission on Fire Protection has examined the Texas essential elements of instruction to determine the most appropriate topics with which to integrate fire prevention and fire safety. Teachers from across the state have provided feedback on topics appropriate for each grade level, kindergarten through high school.

The result of this extensive research is "Fire Safety for Texans," a series of curriculum guides teaching fire and burn prevention. Each grade-level program has been coordinated with essential elements in that grade and with the unique specific fire safety needs of that age group. The lesson plans have been field tested in classrooms across the state. On average, students who have been taught using these materials score 26 percent higher than students in control groups.

As you use this guide, you and teachers in other grade levels will be part of a continuum of fire safety education spanning all grades. The Texas Commission on Fire Protection believes this continuum will help create a generation of Texans who will be fire-safety aware. In turn, all Texans can benefit from a decrease in the number of needless fire deaths and an increase in safer homes and worksites – a benefit we all deserve.

This Booklet

This booklet, "Responsible For Fire Safety," is specifically designed for seventh-grade students. The following sections give specific information on the essential elements applicable to fire and burn prevention and on the age-specific needs of seventh-grade students related to fires and burns. You will also find additional information on the format and materials found in this booklet.

This booklet has three sections:

- **Lesson Plans.** This section includes all steps in the lesson cycle.
- **Teacher Materials.** This section includes all teaching aids and tests.
- **Student Materials – Duplicating Masters.** This section includes master copies of materials to be used by students.

General Objectives: To practice responsible decision-making regarding fire and burn hazards, including peer pressure related to fire risks

To practice preparation for and reaction to possible fire situations

Essential Elements: The student will be provided opportunities to:

§75. 48 (a) 1D. recognize that individuals must accept the consequences of their decisions

§75.44 (a) 11B. investigate the range of effects on personal health and safety from the use of ... tobacco

§75.44 (a) 11C. discriminate between responsible and irresponsible choices that affect personal health

§75.44 (a) 4B. describe ecological relationships in the environment

§75.44(a) 11A. determine alternate courses of action when one is being pressured concerning use of ... tobacco

§75.48 (a) 2L. support the rules and laws of one's school, community, state and nation

§75.48 (a) 4I. develop criteria for making judgments

§75.48 (a) 4J. use problem-solving skills

Background: Age Profile

Stage of identity vs. role confusion, which means the young teen needs experiences that will help establish his own identity. Lack of successful experiences may lead to confusion about his future role as an adult.

The young teen experiences variability in emotions, physical abilities and scholastic interests. She is probably more concerned about appearance and sex roles than occupational choice, but will begin thinking about careers and future.

While the seventh grader desires to be independent, acceptance by peers is very important. He may be

easily influenced by peer pressure and have a tendency to hero worship. The young teen may take risks and exhibit a tendency to test authority. She "tries on" different attitudes and actions.

He is beginning formal operational thought, which means he is learning to solve problems without models. He wants to try mental manipulations. Thinking can be flexible, abstract and local. The junior high student can apply his new thinking skills to many situations. Successful learning can take place through experiences, hypothetical projections, role models, demonstrations, rehearsals and teaching others.

The young teen operates under a morality of cooperation. She views rules as flexible, to be obeyed out of respect.

Fire And Burn Hazards

Cigarette smoking, especially combined with drugs and alcohol.

Cooking – contact with stoves or other appliances; hot liquids or grease while serving or cooking food, including job-related.

Flammable substances – gasoline, including use in car, storage in garage, use to start fire; explosive chemicals.

Burns from mechanical equipment – burns from exhaust, radiator, battery or welding on cars or motorcycles; gasoline; mini-bikes and lawn mowers.

Clothing ignition from careless smoking or cooking. Smoke and gas inhalation from fire.

Outdoor hazards – utility poles and high-tension wires; sunburn; fireworks.

Teacher's Note On Materials: Illustrations and activity sheets in this booklet are intended to serve as masters. Photocopy, then use the photocopy as directed.

Pre-Test and Post-Test: Conduct the pre-test prior to presenting the first lesson and the post-test following the fifth lesson.

Teacher's Note on Closure Activities: Some activities included in the closure phase of the lesson cycle may be effectively used in the next lesson's focus activity.

Key To Icons: The following icons can be used to easily identify activities in the lesson plans:

Lesson objectives

Focus and closure

Creative group activity, including role playing

Lecture

Demonstration

Group problem-solving activity

Answering questions

Guest presenter

Investigation or research

Creative writing activity

Cut-and-paste activity

Group discussion

Drawing, artwork or illustration

Lesson Plans

LESSON ONE:

Responsibility At Home And Outdoors

Goal: *To review knowledge of fire hazards found in the home and outdoors and reinforce skills to reduce those hazards*

Objectives: The student will:

- describe safe practices with fire hazards commonly found in home or outdoors *44(a)11C
- analyze product labels for fire safety, including flammable or combustible warnings, nonflammable labels *44(a)11C
- list comprehensive camping safety rules *44(a)4B

Materials: Pre-tests (p. 15); "Responsible For Fire Safety" overhead transparency (p. 16); "Act One: Responsibility At Home And Outdoors" overhead transparency (p. 17); "Act One: Set The Scene" overhead transparency (p. 18); writing paper; answer key (p. 22).

Focus: **Administer pre-test.**

Introduce unit using film theme. Display "Responsible For Fire Safety" overhead transparency.

List unit objectives:

- To focus on responsible decision-making regarding fire and burn hazards, including peer pressure related to fire risks.
- To prepare for and practice reactions to possible fire and burn situations.

Outline lesson objectives (paragraph above).

Presentation Of Content: Present the first two frames of "Act One: Responsibility At Home And Outdoors" overhead transparency.

Discuss types of warning labels on flammable liquids. Discuss other types of warning labels. Notice that most electrical appliances have warning labels.

Guided Practice: Direct student attention to the third and fourth frames of "Act One" overhead transparency. Divide students into small discussion groups. Have students discuss the list given and prepare a list of safe practices and/or rules. Review the lists as a class.

Independent Practice: Display "Act One: Set The Scene" overhead transparency. Have each student select one scene and write a paragraph describing what they might see in each scene. Have students identify at least five fire-safety related items.

Reteaching: Have students, with assistance from parents or other adults at home, check for product warning labels. Encourage them to read the labels and ask questions if they do not understand them.

Enrichment: Have students compare lists prepared by groups in the Guided Practice activity. Have them combine the lists into one comprehensive guide, then duplicate for the entire class.

Have students contact the nearest state or federal park for information on the park's rules relating to camping fire safety.

Closure: Ask selected students to read their scene descriptions. Provide an opportunity to discuss major difference in the descriptions. Congratulate the class on successfully beginning its study of responsible fire safety.

Introduce the next lesson by telling students they will expand their view of fire hazards by looking at some more unusual situations in the next lesson.

LESSON TWO:

You're The Director

Goal: *To practice and apply fire safety skills, including planning for and reacting to emergencies*

Objectives: The student will:

- describe or demonstrate what to do in unusual circumstances *44(a)11C,48(a)4I
- organize an obstructed drill at school or home *48(a)4J

Materials: "Responsible For Fire Safety" overhead transparency (p. 16); "Act Two: You're The Director" activity sheet (p. 27); "Directing A Fire Exit Drill" activity sheet (p. 28); answer keys (p. 22).

Focus: Prepare for lesson by moving a key classroom object, such as moving the lectern to another location or moving the clock. Observe student reactions as they enter the room. Discuss whether their reactions could cause them to hesitate.

Teacher: "In a fire emergency, hesitation can be deadly. We must try to be as prepared as possible. This lesson will help us become better prepared."

Outline lesson objectives (paragraph above).

Presentation Of Content: Display "Responsible For Fire Safety" overhead transparency to remind students of the unit objectives.

Teacher: "The best way to avoid the damages of fire is to practice safe habits every minute of every day. But even with our best efforts, unusual situations will come up. We must be prepared."

Divide the chalkboard into two sections and the students into two groups. Working independently, have the two groups discuss the following topics respectively:

1. Planning for fire prevention.
2. Expecting the unexpected.

Have each group write a list of the most important items they discussed. Compare and discuss the two lists.

Guided Practice: Distribute "Act Two: You're The Director" activity sheet. Working as a whole group or in small groups, have the students read each scene, then write what they could direct others to do to make the situation more fire safe.

Discuss the responses prepared by the students. Recognize that more than one option may be acceptable.

Independent Practice: Have students describe the types of obstructions, or barriers, they might find in exiting a building with a fire (smoke, the fire itself).

Teacher: "To be adequately prepared for a fire, you should have fire exit drills that include some type of obstruction. Of course, the obstruction used in a drill isn't real smoke or fire, but something that represents smoke or fire."

Discuss ways to simulate an obstruction (crepe paper streamers to represent smoke, a box labeled "FIRE" in a hallway, a blocked door).

Distribute "Directing A Fire Exit Drill" activity sheet. Have students read the directions before assigning the activity. When possible, encourage students to conduct their exit drills at home with their families. If necessary, allow students to conduct their exit drills in school with classmates.

Reteaching: Have students observe a school fire exit drill. Have them discuss what they observe, noting any problems they observed. Discuss whether students encountered any unusual circumstances (as they would see in an obstructed exit drill).

Enrichment: Have students discuss with their parents or other adults at home the special fire hazards in their homes. Have them write a short paragraph about unusual situations, such as second-story bedrooms or living in a rural wooded area.

Closure: Have students share experiences of planning obstructed drills. Have students who actually held drills describe their experiences. Reinforce positive experiences, and discuss how exit drills can be improved.

Introduce the next lesson by telling students that they will continue building and reinforcing basic fire safety skills.

LESSON THREE:

Responsibility In Action

Goal: *To expand student involvement in family fire safety.*

Objectives: The student will:

- outline and detail duties of baby-sitter *44(a)11C, 48(a)4I,J
- develop and implement home survey instrument *44(a)11C

Materials: "Responsible For Fire Safety" overhead transparency (p. 16); "Fires In Texas" overhead transparency (p. 19); "Act Three: An Evening Of Baby-Sitting" activity sheet (p. 29); "Responsibility In Action" activity sheet (p. 30); "How Fire Safe Is Your Home?" brochure (p. 31-32, two-sided reproduction); answer keys (p. 22-23).

Focus: Display "Responsible For Fire Safety" overhead transparency. Tell students that this lesson will focus on how they can write their own scripts for fire safety.

Teacher: "With our awareness of many issues relating to fire safety, you are qualified to exercise your responsibility. In this lesson, we will do just that."

Outline lesson objectives (paragraph above).

Presentation Of Content: Display "Fires In Texas" overhead transparency. Read and discuss the article. Discuss why home fire safety inspections are important and how students can be involved. Point out that as they grow up, they can begin to share the responsibility of caring for their families' safety.

Guided Practice: Remind students that sharing in child care for their families and as baby-sitters is one way to demonstrate their responsibility.

Distribute "Act Three: An Evening Of Baby-Sitting" activity sheet. Have students individually or in groups read the scene setting and write appropriate actions they should take to protect others from fire hazards. Review and discuss in groups or as a whole class.

Independent Practice: Distribute "Responsibility In Action" activity sheet. Divide students into pairs, and have students read the directions on preparing their own fire safety checklist.

Have students complete their own checklists; then if possible, check their homes using their checklists.

Note: Evaluate students on the completeness of the home survey instrument, not on the results of the inspection itself. The objective is to build cooperation among family members.

Reteaching: Reproduce and distribute "How Safe Is Your Home?" brochure. Review and discuss each section. Focus on areas where students do not understand the importance of the guidelines.

Enrichment: Have students write to the local fire department, requesting information on how its inspectors conduct fire safety inspections.

Invite a fire department inspector to discuss the city's fire safety code.

Closure: Have students compare the home surveys they prepared. Point out major differences and similarities. Ask students to share their feelings regarding checking their own homes. Reinforce the need for cooperation of family members.

Introduce the next lesson by telling students that they will be looking more closely at very special fire hazards: cigarettes, matches and lighters. Have students look for advertisements and other messages relating to smoking.

LESSON FOUR:

"... And Now A Message About Smoking And Matches"

Goal: *To reinforce the importance of safety with matches and cigarettes.*

Objectives: The student will:

- write at least five rules for using matches and lighters *44(a)11B,C
- write at least 10 rules for smokers *44(a)11B,C
- communicate hazards of smoking, using written, illustration or oral format *48(a)1D

Materials: "Responsible For Fire Safety" overhead transparency (p. 16); "Act Four: 'And Now A Message About Smoking And Matches'" activity sheet (p. 33); materials for creative art or drama projects (posters, tape recorders, etc.); answer key (p. 23).

Focus: Have students list favorite or popular slogans (school motto, team rally cry, soft drink catch-lines). Have students tell any slogans related to smoking they heard or saw since previous lesson. Display "Responsible For Fire Safety" overhead transparency.

Teacher: "In this lesson, we will discuss how slogans and other media messages influence how people act. This unit uses the motto 'Responsible For Fire Safety' to help you develop appropriate attitudes about fire safety. We will be discussing how you can begin to persuade others to practice fire safety with two major fire hazards: cigarettes and matches or lighters."

Outline lesson objectives (paragraph above).

Presentation Of Content: Discuss the influence that movies and television have on how we act and react to situations. Have students describe their reactions to popular TV programs or movies, especially "real-life" programs. Explain that posters, songs, literature and other art also influence the public and that it is important for artists to recognize the influence they have.

Ask students where artists get ideas for their work (imagination, real world).

Teacher: "Many people in the art world, including movie makers, work on assignment. In other words, they are told by whoever is paying them what they should produce. For example, soda companies hire movie makers to help sell their products. Some movie makers are hired to tell the public about health and safety. An example is the video on AIDS prevention that stars Arsenio Hall and Magic Johnson. For those movie makers, having accurate facts and the right message are very important."

Briefly discuss this aspect of artistic expression. Then, tell students that they will be preparing their own art.

Teacher: "The first step in producing art that speaks to people is to know what you have to say. Our project is about cigarette and match safety."

Guided Practice: Distribute "Act Four: '... And Now A Message About Smoking And Matches' " activity sheets. Divide class into groups of three or four students. Assign half of the groups to develop a list of five things they know about fire safety concerning matches and lighters. Assign the other half to develop a list five things they know about fire safety concerning cigarettes and smoking. Encourage all to expand their lists beyond "Store matches safely" and "Keep matches from children."

Have representatives from each group write their lists on the chalkboard or a poster. Compare the lists prepared by the groups. Note similarities between the matches-lighter groups and the cigarette-smoking group. Emphasize an awareness of the potential for both to cause fires.

The following includes items that might be listed:

1. Keep matches stored in a place where small children cannot reach them.
2. Store matches away from heat (not above the kitchen stove).
3. Tell an adult immediately if you see someone playing with matches.
4. Tell an adult immediately if you see any small child with a match.
5. Run cool water over a used match before throwing in a trash can.
6. Never strike a match or turn on a lighter without an adult's permission AND an adult present.

7. When your parents feel that you are responsible, have them teach you the correct way to light a match and dispose of it properly.
8. Keep lighters in a safe place. Do not store a lighter in a cluttered drawer or on the car seat where it might be accidentally turned on by rubbing against another object.
9. Keep matches and lighters stored away from objects that might catch fire, especially flammable liquids (gasoline, cleaners, etc.)
10. Be sure that matches are used only for their intended purpose, never just for fun or to watch.
11. Don't smoke cigarettes so you don't have matches or lighters available.

NOTE: Student lists may vary from the above listing. Encourage students to consider their own lifestyles and situations in preparing their lists.

Independent Practice: Tell students that they can influence other people to act safely with matches and other objects that might start fires. Allow students to work on their own or in small groups to prepare creative projects selected from the following:

A creative story or poem in which a young person tries to get a friend to play with matches or to smoke a cigarette.

An illustration or poster that encourages young people to stay away from cigarettes and matches because they cause many fires.

An oral presentation — such as a skit, rap song, speech, musical song or reading — that includes one of the topics above or that describes how one person's efforts to be fire safe helps others.

Reteaching: Have students clip newspaper and/or magazine advertisements that have influenced their actions. Discuss why these messages influenced them. Then discuss the people or other sources that have influenced their attitudes toward fire safety, especially concerning smoking. Have students explain why that was influencial and whether they have made an appropriate choice to promote fire-safe actions.

Enrichment: Have students display or present their creative projects to other classes, their parents or another group. Submit creative writing pieces to the school newspaper or community newspaper for possible publication. Display illustrations throughout the school building.

Closure: Have students display and/or present their creative projects to their classmates. Discuss the effect that the projects have on the students. (Allow students to share their feelings.)

Introduce the final lesson by telling students that they will look at ways to put their new knowledge and feelings of responsiblity into action.

LESSON FIVE:

Final Frame: It's Up To You

Goal: *To focus on the damage of arson and false alarms to the community and to build awareness of the value of community*

Objectives: The student will:

- describe how to discourage false alarms *44(a)11C,48(a)2L
- identify arson as a crime *48(a)2L
- describe alternative behaviors to peer pressure related to firesetting and smoking *44(a)11A, 48(a)1D

Materials: "Responsible For Fire Safety" overhead transparency (p. 16); "Act Five: A Story Of Fire Safety" overhead transparency (p. 20); "It's Up To You" activity sheet (p. 34); "Act Five: It's Live" activity sheet (p. 35); post-tests (p. 21); answer keys (p. 22-23).

Focus: Ask students to describe some movies or television programs in which the story has a message. (For example, most situation comedies have a "moral;" the movies *JFK* and *Malcolm X* had specific messages.)

Display "Responsible For Fire Safety" overhead transparency. Tell students that during the final lesson in this unit they will be considering methods for writing their own scripts and telling their own stories of fire safety in the community.

Outlines lesson objectives (paragraph above).

Presentation Of Content: Display "Act Five: A Story Of Fire Safety" overhead transparency. In each

frame, read the introductory phrase, then have a student read the explanation. Have students discuss their attitudes about the four suggested actions.

Guided Practice: Distribute "It's Up To You" activity sheets. In small groups, have students read the first statement in each frame, then discuss and write an appropriate response. They should use all four techniques presented during "Responsibility In Action."

Have students discuss ways they could intervene if someone wanted to make a false alarm.

Independent Practice: Distribute "Act Five: It's Live!" activity sheets. Direct students to tell someone about one of the following topics:

- Why arson is a crime.
- Why it's not smart to play with fire.
- Why smoking is dangerous, not just unhealthy.

Have students describe their experiences on their activity sheets.

Reteaching: Have a juvenile firesetter counselor talk to the students about his/her job. Ask the counselor to describe how the fire department determines that a fire was deliberately set or was a result of juveniles playing with matches. Contact the juvenile firesetter counselor through the local fire department.

Enrichment: Have students write position papers based on their independent-practice activity. The paper should focus on why they chose to tell the persons they did, what they told them, how the persons reacted, and what effect the student's actions could have on the number of fires in their communities.

Closure: Ask students to describe their experiences in the independent-practice activity. Have students consider how they could tell other people about additional information they have learned in this unit.

Administer post-test.

20

Teacher Supplemental Materials

Name _____

Seventh Grade: Responsible For Fire Safety **PRE-TEST**

Answer these questions:

1. What is an "obstructed fire exit drill"?

   _____

2. What should you do if someone asks you to smoke?

   _____

3. What should you do if someone asks you experiment with matches?

   _____

4. What should you do if someone asks you to call 9-1-1 (or the local emergency number) when there isn't a fire?

   _____

5. What should you do if someone asks you start a fire on purpose?

   _____

Circle **True** or **False**:

6. Baby-sitters are not really responsible for the safety of the children they are watching.
   True **False**

7. When you are baby-sitting, you should know what the children are doing every minute.
   True **False**

8. Most household products are safe, so it is not very important to read their labels and tags.
   True **False**

9. Helping keep my home neat and clean will help my family prevent fires.
   True **False**

10. Because fires are not planned, it is not possible to be prepared for fires or to prevent fires.
    True **False**

11. List five common types of fire hazards found in the home.

1. _____
2. _____
3. _____
4. _____
5. _____

12. Now describe how these fire hazards could be corrected.

1. _____
2. _____
3. _____
4. _____
5. _____

13. List five common types of fire hazards found outdoors, especially when camping.

1. _____
2. _____
3. _____
4. _____
5. _____

14. Now describe how these fire hazards could be corrected.

1. _____
2. _____
3. _____
4. _____
5. _____

Teacher: Use prior to beginning Lesson One, Page 7. Duplicate for student use.

Responsible
For Fire Safety

A Story Starring
And Written By
YOU

Directed by
Your Teacher

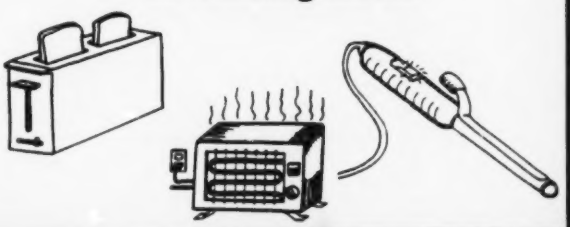
Produced by
Texas Commission on Fire Protection

Teacher: Use with all lessons. Transfer to overhead transparency.

Act One: Responsibility At Home And Outdoors

Look for warning labels on flammable liquids ...

... and for other types of warning labels



Check in your home ...

... and outdoors.

Common Fire Hazards At Home

Think about: cooking, appliances, smokers in house, workshop and garage, cluttered vs. neat housekeeping,

Camping Rules

Think about: campfires, wildfires, trees and brush at campgrounds, smoking and matches

Teacher: Use with Lesson One, Page 7. Transfer to overhead transparency.

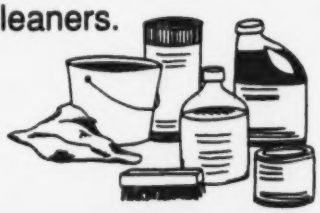
BEST COPY AVAILABLE

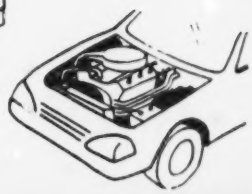
Act One: Set The Scene

What would you see in these scenes? Identify at least five fire safety problems in each.

SCENE:

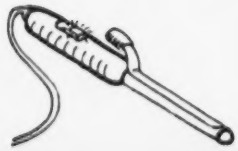
Garage where the family stores paints and cleaners.





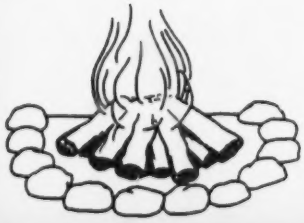
SCENE:

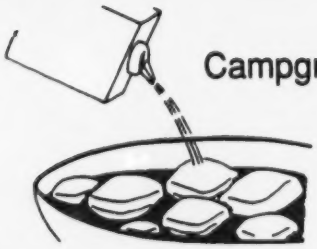
Bedroom where an electric lamp, blow dryer and electric curlers are used.



SCENE:

Campground where several friends are cooking out.





Teacher: Use with Lesson One, Page 7. Transfer to overhead transparency.

Fires In Texas

Background Information

Total fires, 90,000

Building fires, 25,500

Vehicle fires, 21,500

Outdoor fires, 43,000

Here's the number of fires in the past five years:

1988, 103,000

1989, 102,000

1990, 95,000

1991, 88,000

1992, 90,000

Fire destroys property
— about $325 million lost in 1992.

Fire destroys life
— 237 people killed in 1992.

Fire harms life
— more than 2,500 people injured in 1992.

Teacher: Use with Lesson Three, Page 9. Transfer to overhead transparency.

Act Five: A Story Of Fire Safety

This is the story of a ball team that uses four ways to win the game of fire safety.

Batter Up!

The first batter's up ... here's the pitch ...	*A friend asks you to smoke.*
And it's a line drive.	*Tell him, "No, I'm not going to smoke."*
Next batter ... here's the pitch ...	*A friend says, "Just for fun, let's call 9-1-1."*
And it's a bunt!	*You pretend you didn't hear and talk about something else.*
Next batter ... here's the pitch ...	*A friend asks you to play with matches or a lighter.*
This batter takes a walk.	*You walk away.*
Next batter ... here's the pitch ...	*A friend says, "That guy's no good. Let's trash his place, and set a fire."*
And it's a **H**ome **R**un!	*You convince him to stop by telling him, "Arson is a crime. You'll go to jail."*

Here's a Recap

- **For a "line drive," just say "No."**
- **For a "bunt," talk about something else.**
- **For a "walk," just walk away.**
- **For a "home run," convince the other person to stop.**

Teacher: Use with Lesson Five, Page 11. Transfer to overhead transparency.

Name _____

Seventh Grade: Responsible For Fire Safety **POST-TEST**

Answer these questions:

1. What is an "obstructed fire exit drill"?

   _____

2. What should you do if someone asks you to smoke?

   _____

3. What should you do if someone asks you experiment with matches?

   _____

4. What should you do if someone asks you to call 9-1-1 (or the local emergency number) when there isn't a fire?

   _____

5. What should you do if someone asks you start a fire on purpose?

   _____

Circle **True** or **False**:

6. Baby-sitters are not really responsible for the safety of the children they are watching.
   True **False**

7. When you are baby-sitting, you should know what the children are doing every minute.
   True **False**

8. Most household products are safe, so it is not very important to read their labels and tags.
   True **False**

9. Helping keep my home neat and clean will help my family prevent fires.
   True **False**

10. Because fires are not planned, it is not possible to be prepared for fires or to prevent fires.
    True **False**

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11. List five common types of fire hazards found in the home.

1. _____
2. _____
3. _____
4. _____
5. _____

12. Now describe how these fire hazards could be corrected.

1. _____
2. _____
3. _____
4. _____
5. _____

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13. List five common types of fire hazards found outdoors, especially when camping.

1. _____
2. _____
3. _____
4. _____
5. _____

14. Now describe how these fire hazards could be corrected.

1. _____
2. _____
3. _____
4. _____
5. _____

Teacher: Use following Lesson Five, Page 11. Duplicate for student use.

ANSWER KEY-1

Name _____

Seventh Grade: Responsible For Fire Safety — FIRE-TEST — POST-TEST

Answer these questions:

1. What is an "unannounced fire exit drill"?
practice going 2nd route
2. What should you do if someone asks you to smoke?
one of four on P.20
3. What should you do if someone asks you experiment with matches?
one of four on P.20
4. What should you do if someone asks you to call 9-1-1 (or the local emergency number) when there isn't a fire?
one of four on P.20
5. What should you do if someone asks you start a fire on purpose?
one of four on P.20

Circle True or False:

6. Baby-sitters are not really responsible for the safety of the children they are watching. True (False)
7. When you are baby-sitting, you should know what the children are doing every minute. (True) False
9. Most household products are safe, so it is not very important to read their labels and tags. True (False)
9. Helping keep my home neat and clean will help my family prevent fires. (True) False
10. Because fires are not planned, it is not possible to be prepared for fires or to prevent fires. True (False)

11. List five common types of fire hazards found in the home:
1. Accept reasonable answers. See list on P.31-32.
2. _____
3. _____
4. _____
5. _____

12. How describe how these fire hazards could be corrected:
2. _____
3. _____
4. _____
5. _____

13. List five common types of fire hazards found outdoors, especially when camping:
1. Accept reasonable answers. Look for awareness
2. of dangers on dry grass and brush, campfires,
3. smoking, careless use of matches, and
4. growth of brush and clutter near house.
5. _____

14. How describe how these fire hazards could be corrected:
5. _____

Teacher: Use prior to beginning Lesson One. Page 7. Duplicate for student use.

Commission on Fire Protection: Fire Safety For Texans — Seventh Grade: Responsible For Fire Safety

Name _____

Act Two: You're The Director

Decision-Making Activity Sheet

What would you do if these things happened to you? How could you help others?

Imagine that...	What you should direct others to do
You walk in the kitchen and find a pot of food cooking on the stove.	Tell an adult to turn off the stove or to pay attention to the pot that is cooking.
You hear the school fire bell and find smoke in the hallway.	Tell the teacher so the class can use its second (alternate) route.
You find a can of gasoline stored in the workshop indoors.	Tell an adult that the gasoline must be stored outdoors.
You notice that there is no smoke alarm in your home.	Tell your parents (or other adult) that they need to put up a smoke alarm.
You find a cigarette left burning in an ashtray.	Tell an adult to put the cigarette out, or carefully pour water on the cigarette.
What frightens you about fire? Describe it... Accept reasonable answers.	*and describe what you could do.* check awareness of appropriate behavior.

Teacher: Use with Lesson Two. Page 8. Duplicate for student use.

Commission on Fire Protection: Fire Safety For Texans — 27 — Seventh Grade: Responsible For Fire Safety

Name _____

Directing A Fire Exit Drill

Student Participation Activity Sheet

You are in charge of a fire exit drill. First, choose whether the exit drill you are directing is at school or at home, then describe who will be participating in the drill. Next, decide what fire obstruction* you will using and how to fake the fire obstruction. Finally, describe what directions you will give to the participants.

The location: Home or school

The actors: Accept appropriate answers: classmates or family members

The type of obstruction (see note below): Usually smoke or fire.

How to fake the obstruction: Accept appropriate, safe answers.
(Suggestions: crepe paper for smoke, a box labeled "FIRE")

Directions to give the actors: Look for awareness of the purpose of an obstructed drill

Directions for conducting the fire exit drill:

- ☐ 1. Prepare the actors — Check that all are marked.
- ☐ 2. Set up the "obstruction"
- ☐ 3. Sound the alarm
- ☐ 4. Observe the actors' reactions
- ☐ 5. Give directions to the actors to improve their actions

* An obstruction is something that keeps the participants from using their normal fire exit routes. Examples: smoke, fire, crowded hallway

Teacher: Use with Lesson Two. Page 9. Duplicate for student use.

Commission on Fire Protection: Fire Safety For Texans — 28 — Seventh Grade: Responsible For Fire Safety

Name _____

Act Three: An Evening Of Baby-Sitting

Problem-Solving Activity Sheet

Imagine that you are helping baby-sit several young children. The time schedule below describes a typical evening of baby-sitting. Read each item, then describe what should be done to prevent burns and fires.

6:00 p.m.	Arrive at the children's home	*What should you ask the parents?* rules for children; emergency plan; exit routes; location of alarm.
6:30 p.m.	Heat dinner for the children	*Consider: microwave, stove, hot foods, hot drinks.* Keep children away from stove; watch out for hot foods and liquids.
7:00 p.m.	Playtime	*Consider: dangerous toys, general household safety. Should you leave the children alone?* Always watch children; be careful with electric lights and toys.
8:00 p.m.	Bathtime	*Consider: hot water, heaters.* Test bath water before letting children in; watch out for towels and clothes near heaters.
8:30 p.m.	Put the children to sleep	*Consider: heaters, clothing, supervising the children.* Keep heaters far away from beds and furniture; watch long gowns near heaters.
9:00 p.m.	Wait for parents to return	*How do you watch the children? What are you allowed to do?* Check children regularly; watch heaters, especially in bedrooms; don't be distracted.
10:00 p.m.	Parents return home	*What report should you give the parents?* Report on children's activities, especially unsafe actions or accidents.

Teacher: Use with Lesson Three. Page 9. Duplicate for student use.

Commission on Fire Protection: Fire Safety For Texans — 29 — Seventh Grade: Responsible For Fire Safety

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ANSWER KEY-2

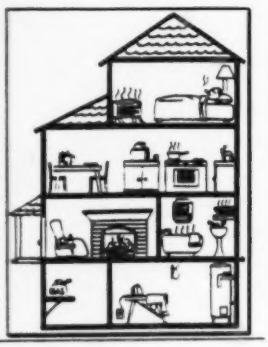
Name _____

Responsibility In Action

Home Inspection Plan — Activity Sheet

The house shown in the picture (right) illustrates the most common causes of fire in the home. Each room shows at least two fire hazards. A fire hazard is an object or a situation that is likely to cause a fire.

Look carefully at each room. Then in the space provided below, write a checklist that the homeowner could use to remove fire hazards from this home.



Accept reasonable answers. Look for awareness of fire hazards throughout the home.

See possible answers on P. 31-32.

Each of the following items requires special care. Did you include them in your home inspection checklist?

cooking appliances	cooking materials (food, grease)	gasoline
heating equipment	fireplace	hot-water heaters
any electrical appliance	smokers	

? How could you use this home inspection checklist at your home? Describe how you could ask your parents or other adults at home to conduct a home fire-safety inspection.

Look for willingness to work with other families / family members.

Teacher: Use with Lesson Three, Page 9. Duplicate for student use.

Name _____

Act Four: "... And Now A Message About Smoking And Matches"

Group Problem-Solving Activity Sheet

Talk with your group about how matches, lighters and cigarettes can cause fires. On the list below, write five things everyone should know about fire safety concerning the topic assigned by your teacher.

- Matches and lighters or
- Cigarettes.

When other groups present their lists, write their ideas in the extra space provided.

Fire Safety Rules For Matches & Lighters		Fire Safety Rules For Cigarettes	
•	•	•	•
See list on P. 10-11. Accept other reasonable answers.			
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

Teacher: Use with Lesson Four, Page 10. Duplicate for student use.

Name _____

It's Up To You

Decision-Making Activity Sheet

In each frame, read the comment on the left, then write your response on the right.

Hey, here's the fire alarm. Let's pull it, so we can get out of class!		Your response: All answers should be one of four shown on P. 20.
Have you ever called 9-1-1? Let's try it! It will be fun to see the fire truck.		Your response:
I found these matches at home. Let's try setting this stuff on fire, and see how fast it will burn.		Your response:
My dad keeps the gasoline in the garage. I bet it will get that paint out of your blue jeans.		Your response:

Discussion: What could you do or say to keep someone from calling a false alarm?

Teacher: Use with Lesson Five, Page 11. Duplicate for student use.

Name _____

Act Five: It's Live

Activity Sheet

Tell someone about one of these topics:

- Why arson is a crime
- Why it's not smart to play with fire
- Why smoking is dangerous — not just unhealthy

Who I told

Other answers must be appropriate for person named.

This person is: (check one)

☐ Older than I am ☐ Younger than I am

What I told this person

Must be one of three topics shown above.

What this person said to me

Accept reasonable, appropriate answers.

Did you agree on everything? You don't have to agree on everything. There are many opinions about how to prevent arson and other types of fires. But, you should agree on basic facts about fire prevention. What did you agree on?

We agreed that

Look for positive attitudes toward fire safety and fire prevention.

Teacher: Use with Lesson Five, Page 11. Duplicate for student use.

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Student Materials — Duplicating Masters

Name _____

Act Two: You're The Director

Decision-Making Activity Sheet

What would you do if these things happened to you? How could you help others?

Imagine that:	What you should direct others to do:
You walk in the kitchen and find a pot of food cooking on the stove.	
You hear the school fire bell and find smoke in the hallway.	
You find a can of gasoline stored in the workshop indoors.	
You notice that there is no smoke alarm in your home.	
You find a cigarette left burning in an ashtray.	
What frightens you about fire? Describe it ...	*and describe what you could do.*

Teacher: Use with Lesson Two, Page 8. Duplicate for student use.

Name _____

Directing A Fire Exit Drill

Student Participation Activity Sheet

You are in charge of a fire exit drill. First, choose whether the exit drill you are directing is at school or at home, then describe who will be participating in the drill. Next, decide what fire obstruction* you will using and how to fake the fire obstruction. Finally, describe what directions you will give to the participants.

The location: _____

The actors: _____

_____

The type of obstruction (see note below): _____

_____

How to fake the obstruction: _____

_____

(Suggestions: crepe paper for smoke, a box labeled "FIRE")

Directions to give the actors: _____

_____

_____

Directions for conducting the fire exit drill:

- ☐ 1. Prepare the actors.
- ☐ 2. Set up the "obstruction"
- ☐ 3. Sound the alarm
- ☐ 4. Observe the actors' reactions.
- ☐ 5. Give directions to the actors to improve their actions.

* An obstruction is something that keeps the participants from using their normal fire exit routes. Examples: smoke, fire, crowded hallway.

Teacher: Use with Lesson Two, Page 8. Duplicate for student use.

Name _____

Act Three: An Evening Of Baby-Sitting

Problem-Solving Activity Sheet

Imagine that you are helping baby-sit several young children. The time schedule below describes a typical evening of baby-sitting. Read each item, then describe what should be done to prevent burns and fires.

	6:00 p.m. Arrive at the children's home	*What should you ask the parents?*
	6:30 p.m. Heat dinner for the children	*Consider: microwave, stove, hot foods, hot drinks.*
	7:00 p.m. Playtime	*Consider: dangerous toys, general household safety. Should you leave the children alone?*
	8:00 p.m. Bathtime	*Consider: hot water, heaters.*
	8:30 p.m. Put the children to sleep	*Consider: heaters, clothing, watching the children.*
	9:00 p.m. Wait for parents to return	*How do you watch the children? What are you allowed to do?*
	10:00 p.m. Parents return home	*What report should you give the parents?*

Teacher: Use with Lesson Three, Page 9. Duplicate for student use.

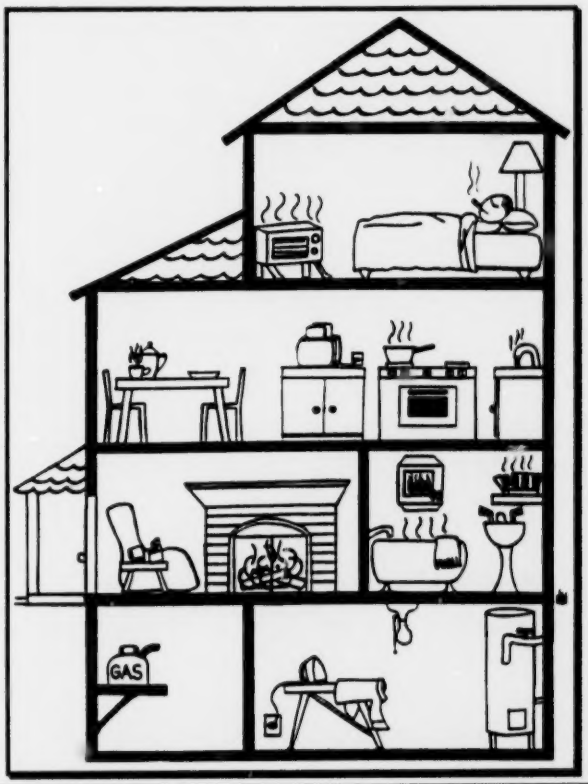
Name _____

Responsibility In Action

Home Inspection Plan — Activity Sheet

The house shown in the picture (right) illustrates the most common causes of fire in the home. Each room shows at least two fire hazards. A fire hazard is an object or a situation that is likely to cause a fire.

Look carefully at each room. Then in the space provided below, write a checklist that this homeowner could use to remove fire hazards from this home.



Each of the following items requires special care? Did you include them in your home inspection checklist?

cooking appliances	cooking materials (food, grease)	gasoline
heating equipment	fireplace	hot-water heaters
any electrical appliance	smokers	

How could you use this home inspection checklist at your home? Describe how you could ask your parents or other adults at home to conduct a home fire-safety inspection

Teacher: Use with Lesson Three, Page 9. Duplicate for student use.

SAFETY MEASURES: Do you have these safety items in your home?

- ❑ Working smoke detectors on all levels and outside sleeping areas *(each story or wing, basement, etc.)* Have you tested the detector in the last month? Changed the batteries within the last year?
- ❑ ABC or ABCD fire extinguisher in the kitchen and/or workshop
- ❑ Emergency exit plan, with two ways out from each room and a meeting place outdoors

Make fire safety a "family business" by involving the entire family in a fire safety inspection of your home. Use the list inside to check for fire hazards found most commonly in the home.

For more information on fire and burn prevention, contact your local fire department or write:

Texas Commission on Fire Protection
Public Information and Education Section
P.O. Box 2286
Austin, Texas 78768-2286
(512) 873-1700

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Texas Commission on Fire Protection
Public Information and Education Section,
Anne Easterling, Program Administrator
P.O. Box 2286, Austin, Texas 78768-2286

1992

How Fire Safe Is YOUR Home?

How fire safe is YOUR home?

Make fire safety a "family business" by involving the entire family in a fire safety inspection. Here's a comprehensive checklist to use as a guide.

FIRE HAZARDS: Check for fire hazards in your home. Correct any problems NOW.

Kitchen

- ❑ Matches stored out of reach of children
- ❑ No overloaded outlets or extension cords
- ❑ No curtains or towel racks close to the range.
- ❑ Flammable liquids *(cleaning fluids, contact adhesives, etc.)* or aerosols stored away from the range or other heat source *(Remember, even a pilot light can set vapors on fire.)*
- ❑ No attractive or frequently used items stored above the range where someone could get burned reaching for them (especially small children in search of cookies or other goodies)
- ❑ No worn or frayed appliance or extension cords

Living Room, Family Room, Den, Bedrooms

- ❑ Matches and lighters stored out of reach of children
- ❑ Use only large ashtrays *(small ashtrays are too dangerous)*

- ❑ Empty ashtrays frequently *(when all signs of heat and burning are gone)*
- ❑ Fireplace kept screened and cleaned regularly.
- ❑ Replace worn or frayed extension cords or other electrical cords
- ❑ No extension cords run under rugs or carpets or looped over nails or other sharp objects that could cause them to fray
- ❑ Sufficient air space around TV, stereo and other electronic equipment to avoid overheating
- ❑ Heating equipment kept three feet away from curtains, furniture, and papers
- ❑ No overloaded outlets or extension cords

Basement, Garage, Storage Areas

- ❑ No newspapers or other rubbish stored near furnace, water heater, or other heat source
- ❑ No oily, greasy rags stored, except when kept in labeled and sealed non-glass containers *(preferably metal)*
- ❑ No gasoline stored in the house or basement *(It should be stored away from the house in an outbuilding and only in safety cans that have flame arresters and pressure-relief valves.)*
- ❑ No flammable liquids stored near workbench or pilot light or in anything other than labeled, sealed metal containers *(This includes varnish, paint remover, paint thinner, contact adhesives, cleaning fluids.)*
- ❑ No overloaded outlets or extension cords
- ❑ All fuses of the correct size

DANGEROUS ACTIONS:

Do you allow unsafe habits? These guidelines may help your family become more safety aware.

- ❑ Wear close-fitting sleeves while cooking *(No loose sleeves, shirts, blouses or skirts that may catch fire.)*
- ❑ Never leaving cooking unattended
- ❑ Never play with matches or lighters
- ❑ Never use gasoline to start a fire in the grill or add lighter fluid to an already-started fire
- ❑ No smoking in bed, or in a chair or on the sofa when tired, drinking or taking medication
- ❑ Never spray aerosols while smoking or near a space heater, range or other ignition source
- ❑ No smoking while using a cleaning fluid, paint thinner or other flammable liquid
- ❑ Never use a cigarette lighter after spilling flammable fluid on your hands or clothing
- ❑ Never reach over a range or climb onto a range to get something stored above it
- ❑ Never lean against a range for warmth or stand too close to a heater or fireplace
- ❑ Never let a small child to blow out a match
- ❑ Never use a lighted match, lighter or candle to illuminate a dark area, such as a closet

Name _____

Act Four: "... And Now A Message About Smoking And Matches"

Group Problem-Solving Activity Sheet

Talk with your group about how matches, lighters and cigarettes can cause fires. On the list below, write five things everyone should know about fire safety concerning the topic assigned by your teacher:

- Matches and lighters or
- Cigarettes.

When other groups present their lists, write their ideas in the extra space provided.

Fire Safety Rules For Matches & Lighters	
❶	❻
❷	❼
❸	❽
❹	❾
❺	❿

Fire Safety Rules For Cigarettes	
❶	❻
❷	❼
❸	❽
❹	❾
❺	❿

Teacher: Use with Lesson Four, Page 10. Duplicate for student use.

Name _____

It's Up To You

Decision-Making Activity Sheet

In each frame, read the comment on the left, then write your response on the right.

Hey, here's the fire alarm. Let's pull it, so we can get out of class!		Your response:
Have you ever called 9-1-1? Let's try it! It will be fun to see the fire truck.		Your response:
I found these matches at home. Let's try setting this stuff on fire, and see how fast it will burn.		Your response:
My dad keeps this gasoline in the garage. I bet it will get that paint out of your blue jeans.		Your response:

Discussion: What could you do or say to keep someone from calling a false alarm?

Teacher: Use with Lesson Five, Page 11. Duplicate for student use.

Name _____

Act Five: It's Live

Activity Sheet

Tell someone about one of these topics:

- Why arson is a crime
- Why it's not smart to play with fire
- Why smoking is dangerous — not just unhealthy

Who I told:

_____

This person is: (check one)

☐ Older than I am. ☐ Younger than I am.

What I told this person:

_____

_____

_____

What this person said to me:

_____

_____

_____

Did you agree on everything?
You don't have to agree on everything. There are many opinions about how to prevent arson and other types of fires. But, you should agree on basic facts about fire prevention. What did you agree on?

We agreed that:

_____

_____

_____

_____

Teacher: Use with Lesson Five, Page 11. Duplicate for student use.